

Unit 9

Reset , research and religion



Lesson 1

No too difficult to answer



What dangers do these notices tell you about?

Hi, this is a picture of a construction site. My dad is a health and safety manager at a large Saudi construction company. We've made a quiz for you. I hope you like it.

A ☐

B ☐

C ☐

No heavy weights

D ☐

Wet Paint

E ☐

No Smoking

F ☐



B READING Write the numbers of the sentences on the correct notice.

1 The floor is too wet to walk on.

2 It's too dangerous to smoke here.

3 The paint isn't dry enough to touch.

4 The gap isn't wide enough for a car to go through.

5 The food is too hot to touch without safety gloves.

6 This shelf isn't strong enough to take heavy weights.

C VOCABULARY Look at Exercise B. Find the adjectives with the opposite meaning.

1 cold   2 safe   3 weak   4 narrow   5 dry   6 wet

D SPEAKING Give warnings about the pictures. Use *may* or *might*.

> If you walk on the wet floor,
> you might fall over.



Read and remember.

1. Sentences like these give reasons why we can't so something:

   This coffee is too hot to drink. *This coffee isn't cool enough to drink.*

2. We make them with *too* + adjective + *to* + verb. Or *not* + adjective + *enough* + *to* + verb.



Say sentences.

That box is too heavy for me to carry.

That box isn't light enough for me to carry.

1 That box is so heavy that I can't carry it. (heavy/light)
2 The school is so far that I can't walk there. (far/near)
3 The shoes were so small that I couldn't wear them. (small/large)
4 I was so full that I couldn't eat any more chocolate cake. (full/hungry)
5 The exam was so hard that Dalal couldn't finish it. (hard/easy)
6 The water was so dirty that Saif couldn't go swimming. (dirty/clean)



Choose a, b or c to complete each conversation in the quiz.

1 a ... cheap enough for you to buy.
  b ... big enough for you to buy.
  c ... nice enough for you to buy.

2 a ... too kind to come.
  b ... too mean to come.
  c ... too busy to come.

3 a ... too frightening to watch.
  b ... too tired to watch.
  c ... too boring to watch.

4 a ... near enough to leave tomorrow.
  b ... well enough to leave tomorrow.
  c ... polite enough to leave tomorrow.



Take the parts of the people in the conversations.

I got you a bottle of water, a cake and a small ice cream.

A small ice cream? I asked for a big ice cream!



Lesson 2

No too difficult to answer





A READING **What are the e-mails and letters about? Write the number of each letter or e-mail in the box next to the correct title.**

a Too heavy ☐

b Things go missing ☐

c Exam nerves ☐ 1

d No one to speak to ☐

e Not enough time ☐

f It's too fast to understand ☐







Saudi Stars

What should I do?

1
Dear Saudi Stars
I don't do very well in my school tests. I work hard but I get bad results because I'm very nervous. What should I do?

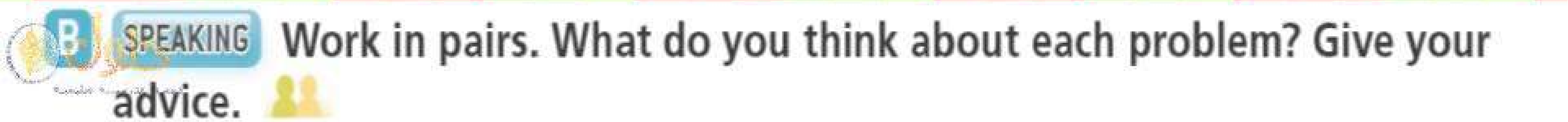
2
Hello, I've just started at a new school and I don't have any friends. I sometimes feel sad and lonely. How can I make new friends?

3
Dear Saudi Stars
I have a problem in school. At breaktime I leave my bag in the classroom. In the last two weeks someone has stolen things from it. I think it might be my best friend. I don't know what to do.

4
Dear Saudi Stars
My dad is ill at the moment and I have to help my mum at home. Due to this illness I am sometimes too busy to finish my homework and I'm afraid my teachers will be cross.

5
Hi, I'm good at reading and writing English. However, listening is very difficult. I want to improve my listening skills but people speak very quickly. Any ideas?

6
I'm fit because I do a lot of exercise. Although I'm careful about food, I am putting on weight. Please give me some advice.



B SPEAKING Work in pairs. What do you think about each problem? Give your advice.

I think the first student …

In my opinion the first student …

C LISTENING **Write the number of the advice as you hear it next to the correct title.**

a Too heavy ☐ b Things go missing ☐ c Exam nerves ☐
d No one to speak to ☐ e Not enough time ☐ f It's too fast to understand ☐

D LISTENING **Listen again. Complete the missing words.**

1 You should just be patient.
2 It would be a good idea to be ________ .
3 It might also be a good idea if you ________ the police.
4 How about ________ to English at home?
5 You'd better ________ the situation at home to your school.
6 I don't think you ought to ________ about your weight.



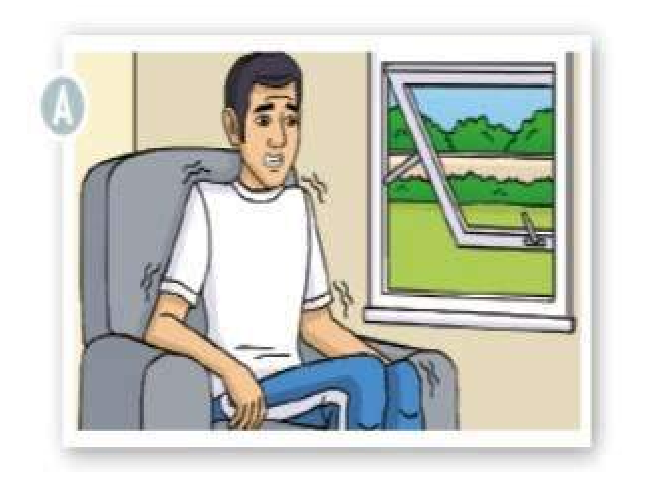
Read and remember.

There are different ways to give advice in English with different kinds of grammar.

had/'d better (not) + verb	*should (not)* + verb	*it would be a good idea if* + verb (past tense)
how about + verb *-ing*	*ought (not)* + *to* verb	*it would be a good idea* + *to* verb



Work in pairs. Give these people advice. Use the grammar in Exercise E.







WRITING AND SPEAKING Work in groups of four.

1 In your group discuss and list common student problems.

2 Swap your list of problems with another group.

3 Choose one of the problems from the other group. Write an e-mail to advise the student about the problem.

4 Remember to start and finish the e-mail correctly.



Lesson 3

What is it ?



Work in pairs. Match the paragraphs to the headings.

a Understanding of the brain in the past ☐

b What the brain does

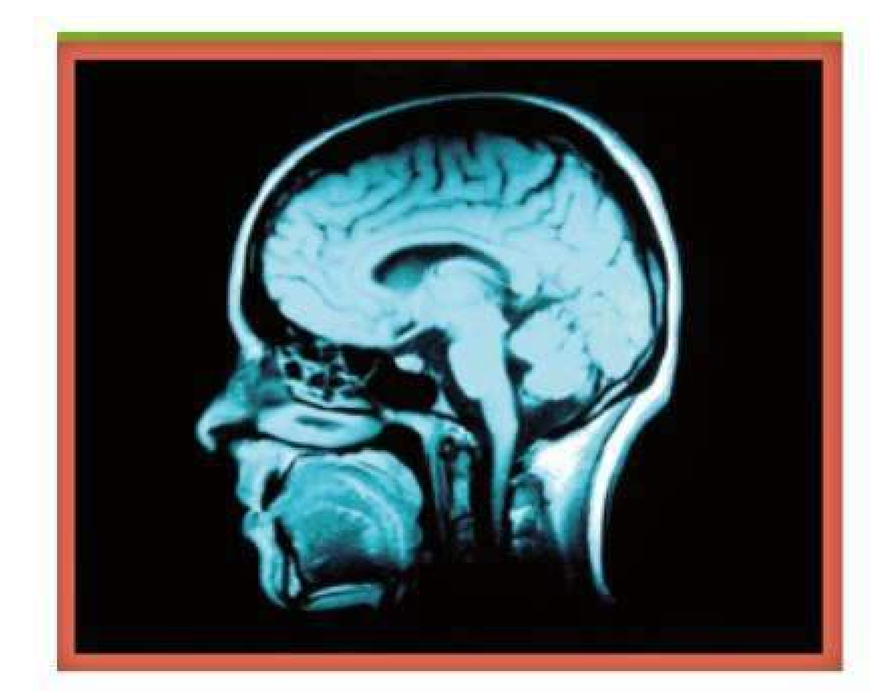
c Keeping the brain healthy ☐

d Facts about the brain

e New ways to study the brain ☐




We got this article and pictures from Salim, a doctor's son.



1. It's about of 80 per cent water. It has 100 billion cells, the same number as the number of stars which are in our galaxy. Although it is only 2 per cent of the body's weight, it uses 20 per cent of the body's energy. What is it? The brain.

2. The brain is the most complex organ in the body. It is the organ which makes it possible for us to think, to have emotions, to remember, to move and to dream.

3. For a long time it was difficult to study the brain. Scientists in ancient times did not know if we thought with our brain or our heart. When we try to remember things, we still say 'learn by heart'.

4. Slowly doctors and scientists have learned more about the brain. About 100 years ago they started to take x-ray pictures. Now they can study electrical waves from the brain and take electrical photos during different mental activities.

5. It is important to look after our brains. They need the rest which comes during sleep. They need the energy, proteins and vitamins which come from a good diet. Like the physical body, our brains also need regular mental exercise which keeps them fit, fast and healthy.

B READING **Tick (✓) true sentences and cross (✗) false sentences.**

1 The brain has water in it. ☐

2 The brain has lots of cells in it. ☐

3 The brain is 20 per cent of the body's weight. ☐

4 Scientists didn't study how the brain works. ☐

5 Doctors took 100 years to study brains. ☐

6 Brains need rest and good food. ☐

C PRONUNCIATION **Listen and repeat paragraphs 1 and 2.**

D SPEAKING **Work in pairs. What can you remember about the brain?**



Work in groups. Put these words in groups of three words.

billion	brain	dentist	diet	doctor	emotional
galaxy	heart	mental	million	organ	physical
protein	scientist	star	sun	thousand	vitamin

1 billion, million, thousand



Read and remember.

1 Look at this sentence.

Our brains need the energy, proteins and vitamins which come from a good diet.

The words *which come from a good diet* are an example of a relative clause.

2 This relative clause begins with the word *which*. We can also begin relative clauses with other words, e.g. *who* and *where*.

3 Relative clauses add more information to and describe other parts of the sentence. In the example *which come from a good diet* describes *energy, proteins and vitamins*.

GRAMMAR **Write these sentences in your notebooks.**

1 Camels are animals which live in deserts.

A 

camels/animals/live/
desert

B 

deserts/places/
have little water

C 

Egypt/Arab country/be/
in Africa

D 

water/liquid/freeze/
0 degrees

E 

rhinos/animals/be/
big and grey

F 

oil/liquid/come/out of/
ground



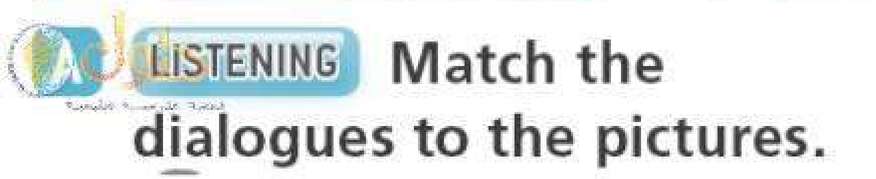
Work in pairs. Ask and answer.

What are camels?

They are animals which live in deserts.




Review



LISTENING Match the dialogues to the pictures.

STUDY TIP

Use a comma with words in a list or to divide the parts of sentences.









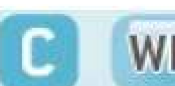








B SPEAKING Work in pairs. Say sentences about the pictures.





C WRITING Write your sentences. Underline the adjectives.

It's too hot for the boys to play football.

It's too hot for the boys to play football.



Complete the sentences with *who, which* or *where*.

1 A camel is an animal which lives in the desert.

2 The office _____________ my father works is on the top floor of the Kingdom Centre.

3 I love the ice creams _____________ they sell in the shopping centre.

4 The human brain is an organ _____________ contains 100 billion cells.

5 The boy _____________ injured his knee had to go to hospital.

6 The town _____________ my uncle lives is not far from the sea.

7 Have you heard of the boy _____________ climbed the highest mountains in the world?



Relative clauses

Relative clauses add more information to sentences. They begin with the words *where, who* or *which*. *Where* tells us more about places, *who* tells us more about *people* and *which* tells us more about *things*.

- A library is a building ***where*** *books are stored.*
- A person ***who*** *works in a library* is called a librarian.
- A computer is a device ***which*** *stores a lot of information.*

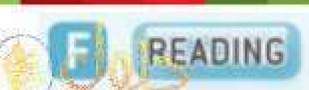


Complete the sentences.

1 Saudi Arabia is a country which ____________ .

2 Jeddah is a city where ____________ .

3 A doctor is a person who ____________ .



READING Match the problems with the advice.

1 I don't always understand when my teacher speaks to me in English.

2 My new computer isn't working very well.

3 I can't decide what to do this weekend.

4 I've hurt my knee. I don't know if I can play in the match tomorrow.

5 The new girl in my class doesn't have any friends.

6 I can't find my purse. I think I may have dropped it somewhere.

a You ought to look after it more carefully.

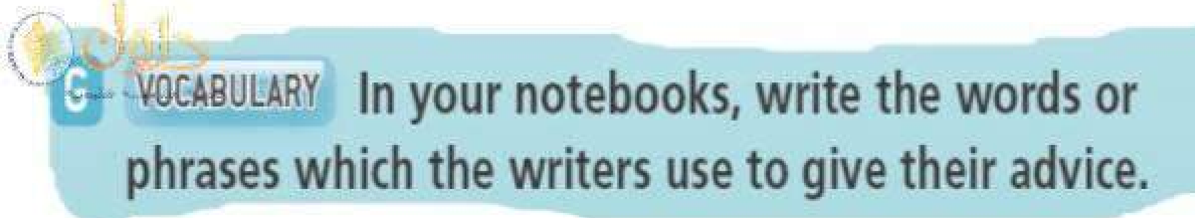
b You ought not to play if ... you have been injured.

c It would be a good idea to ask her to join you when you have lunch.

d You should ask him to speak more slowly.

e You had better take it back to the shop.

f How about coming to the park with us?



G VOCABULARY In your notebooks, write the words or phrases which the writers use to give their advice.

you ought to



Unit 10

Healthy , helpful and hardwork



Lesson 1

Healthy food



Find the following in the text.

1 the meaning of *junk food*

2 the meaning of a *healthy diet*

3 two illnesses

4 two wholegrain foods

5 two healthy proteins

6 two junk foods

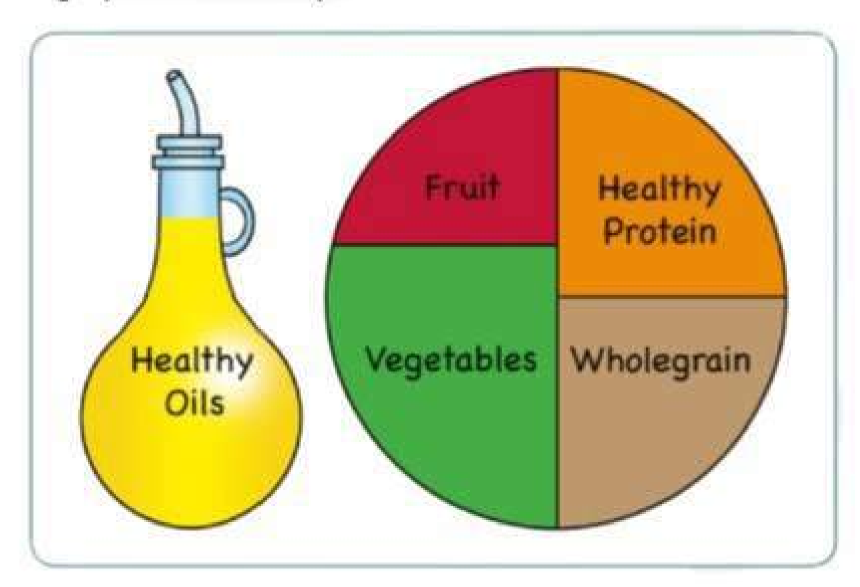
Healthy eating

by Rasha Abdullah

Neither children or young people eat enough fruit and vegetables. Both age groups often eat too much junk food. Junk food, like sweets, chips and burgers, is food with too much fat, sugar and salt and food which has too many calories in it. None of these things is healthy in large quantities.

Too much fat, sugar and salt and too many calories can cause problems, for example heart disease and diabetes. These illnesses start early in life and can become very serious. There is no better way to be healthy in later life than to have a healthy diet and regular physical activity.

In a healthy diet we find: protein, vegetables, (healthy) fat, fruit and wholegrains. Here is a healthy eating plate:





Work in pairs. Correct these sentences.

1 This article is about medicine.

2 Children eat too much fruit.

3 Young people eat too little junk food.

4 Junk food has too few calories.

5 Unhealthy food is good for your health.

6 Beans and nuts are examples of wholegrains.

This article is about medicine.

No it isn't. It's about healthy eating.



Underline the correct word in brackets.

1. Cake contains (all/both) sugar and fat.
2. Sami drank a lot of water but Yazeed had (neither/none).
3. Leena, do you want (any/no) tea?
4. Julie doesn't like apples. (Neither/Nowhere) does Leena.
5. (All/Both) kinds of junk food such as burgers can be unhealthy.
6. We have (either/none) tea or juice. Which do you want, Adel?
7. There is (anywhere/nowhere) to park near the market.
8. Dalal could see healthy food (everywhere/somewhere) she looked.

D SPEAKING **Work in pairs. Say sentences.**

1	Apples are a fruit.	**oranges**
2	Leena ate burgers last night.	**Julie**
3	Adel doesn't like fish.	**Samy**
4	Yazeed has got a mobile phone.	**Adel**
5	Chips don't have protein in them.	**sweets**
6	Dalal isn't very hungry.	**I**
7	Too much fat isn't healthy.	**sugar**
8	A healthy diet is important.	**regular exercise**

Apples are a fruit.

So are oranges.



Read and remember.

Countable nouns: **indefinite**	Uncountable nouns: **Indefinite**
Use *a/an* with the singular. Use *no, any, some* or *nothing* with the plural.	Use *any, some* or *nothing*.
Countable nouns: Definite	**Uncountable nouns: Definite**
Use *the* in singular or plural when there is only one of these things (e.g. *the sun*) or we have talked about the noun(s) before.	Use *the* with uncountable nouns when we have talked about the noun before.

GRAMMAR **Copy the text in your notebook and complete it with *a*, *an*, *the* or nothing (✗).**

If we want [1](✗) children and young people to have [2]___ healthy life, they need to be physically active. If they are not active, they may get [3]___ illness such as [4]___ diabetes when they are older. There are many advantages which come from [5]___ exercise. [6]___ first is better physical health, the second is [7]___ better results at school and [8]___ third is good mental health. And remember, [9]___ exercise does not need to be complicated or difficult. Walking is [10]___ healthy and simple kind of exercise.



Lesson 2

A doctor's story



Tick (✓) the best title.

We have a story from a doctor who wanted to watch a football match.



Tick your best title:

- A helpful stranger ☐
- A mobile phone ☐
- An important match ☐
- Jassim AlMolla ☐



I was looking forward to watching the match. I sat in a comfortable chair and turned the TV on. I didn't plan to move for the two hours.

A minute later, I heard the phone ringing. I considered ignoring it but I'm a doctor. I had to answer in case it was an emergency.

'Yes' I said. I managed to sound polite.

'Hello. Is that Dr. Terry Brown? My name is Jassim AlMolla. I'm from Saudi Arabia. I've just found your mobile. I heard it ringing and saw it lying on the ground.'

'How do you know it's mine?' I asked.

'Your name is in the address book. So is your number,' Jassim replied.

'But my phone is here,' I said. 'I've just finished speaking to my friend.'

'Oh,' Jassim said. 'I've made a mistake.'

'No, wait. Maybe it's my son's mobile.'

We talked about the phone and I asked Jassim to tell me about where he found it.

An hour later, the phone rang again.

'Dad,' the voice said. It was my son, Jack. 'Something strange has just happened. A young man came to my flat. He had my mobile. I didn't know it was missing. I thought it was in my pocket.'

'Yes,' I replied. 'That was Jassim. He found your mobile lying on the ground near a supermarket. He phoned me and then offered to take your mobile to your flat. He's very kind.'

'Yes, he is,' Jack said. 'I suggested giving him some money for his trouble but Jassim refused to take anything. He said, "I like helping people" and then he left.'



B READING **Put the sentences in order.**

- a Jassim told Terry about the mobile. ☐
- b Jassim didn't accept any money. ☐
- c The phone rang for the first time. ☐
- d Jack lost his mobile. 1
- e Jassim went to Jack's home. ☐
- f Terry switched on the TV. ☐
- g Jack phoned Terry. ☐



Read and remember.

1 Many sentences have two verbs in them. These sentences can have different grammar.

A Verb 1 + <u>to</u> + verb 2:

want / wants / wanted → to have → a cake

B Verb 1 + verb 2 + *-ing*:

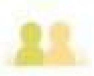
enjoy / enjoys / enjoyed → watching TV

C Verb 1 + noun + verb 2 + *-ing*:

see / sees / saw → a bird → flying



GRAMMAR **Work in pairs.**



1 Read the doctor's story. Underline verbs with a second verb after them.



Group A:	Group B:	Group C:
1 plan	1 look forward to	1 hear

2 Copy this table in your notebook.

3 Find five more examples of Group A verbs. Write them in the table.

4 Find five more examples of Group B verbs. Write them in the table.

5 Find two more examples of Group C verbs. Write them in the table.



Work in pairs. Say sentences. Use the words and the pictures.



want/watch/programme/TV



hear/knock/on/door



see/man/stand/there



find/mobile/lie/on/ground



ask/Jassim/come/into/flat



refuse/accept/money/Jack



Work in pairs. Say a short story.

What were you planning to do?

What did you do before starting?

What happened to stop or change your plan?



Lesson 3

For and against

READING **Complete the text with these verbs. Use the present perfect tense.**

be | feel | find | ~~finish~~ | have | give | write | help



Hard work



Hello.

We have just [1]finished this month's edition of *Saudi Stars*. We [2]__________ three other editions before this one.

Producing the newsletter [3]__________ hard work and we [4]__________ some difficulties. However, we [5]__________ it was a very positive experience.

Our teacher, Mrs. Rinad, [6]__________ us to design and edit the newsletter, our friend Julie [7]__________ us a lot of help with our English language.

I think we [8]__________ some interesting articles. I hope that you continue to read and enjoy the newsletter again next term as well.

Leena

B WRITING AND SPEAKING Work in pairs.

1 Write four questions about the text.

2 Swap with your partner. Ask and answer questions.



Julie is telling her class about *Saudi Stars*. Complete her notes.

Advantages	Disadvantages
have made [1] ________	have done a lot of [4] ________ – it's boring
have understood and [2] ________	have had less time [5] ________
have learned more about life [3] ________	phone calls have cost [6] ________



Is each headline favourable to mobiles?

If favourable, write 'F' in the box. If unfavourable, write 'U' in the box.



1. Texting on mobiles bad for spelling, teachers say ☐
2. **New record**: girl loses fifth mobile in two weeks ☐
3. **SATELLITE PHONE SAVES FAMILY IN DESERT** ☐
4. Official survey: young people spend more time on mobiles than homework ☐
5. **Great way to keep in touch, says grandmother, 85** ☐
6. More than a mobile: get the net, read e-mails, tell the time, take photos ☐
7. POPULAR OPINION OF MOBILES: NOISY, EXPENSIVE, ANNOYING ☐
8. With my mobile I can work anywhere, says businessman ☐



Work in pairs.

1 Give your opinion of mobiles.

2 Give reasons for your opinion. Use your own ideas or ideas from the headlines.

My opinion of mobiles is favourable. This is because …

I think mobiles have disadvantages. For example …



Write and check.

Write a short essay about mobile phones. Use the ideas below.

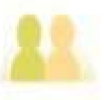
1 Plan your essay.

Audience: Who are you writing for?

Purpose: Why you are writing?

Plan: *Paragraph 1* What are mobile phones? Why do people have them?
Paragraph 2 What are the advantages of mobile phones? Give examples.
Paragraph 3 What are the disadvantages of mobile phones? Give examples.

2 Write your essay.

3 Check your work. 

Check: the grammar: is it accurate? the punctuation: is it correct?
the paragraphs: do the sentences fit together and make a good paragraph?

GRAMMAR Copy the table and write the nouns in the correct column.

bean fruit rice protein milk
sweet chicken nut cake date
oil chip bread fat grains
sugar burger chocolate onion
cake vegetable

Countable nouns	Uncountable nouns
bean	fruit



Complete the paragraph with *the*, *a*, *an*, *the* or nothing (*X*).

Yesterday Sami received [1]an e-mail from his English friend Rob. Rob wanted to know about the kind of [2]________ food people eat in Saudi Arabia. Sami told him that Saudis generally eat [3]________ healthy diet. In [4]________ morning most people eat [5]________ bread with [6]________ eggs and [7]________ cheese. At [8]________ lunchtime and in [9]________ evening they eat [10]________ chicken or [11]________ meat with [12]________ rice. Saudis eat [13]________ lot of [14]________ fruit and [15]________ vegetables too. Recently [16]________ fast food restaurants have become quite popular. [17]________ food in these restaurants is not very healthy. [18]________ burger or [19]________ ice cream contain [20]________ lot of [21]________ fat and [22]________ sugar.



Write complete sentences.

1 Julie/promise/write article
2 Julie/not finish/write/article
3 She/try/finish/this evening
4 Dalal/not mind/wait
5 She/decide/wait/ a few days
6 Julie/look forward/read/*Saudi Stars*
7 Some people/refuse/help Dalal
8 Julie/look forward/read/ newsletter
9 She/hear/mother call her

Julie promised to write an article for Saudi Stars.

WRITING Write sentences about yesterday, today and tomorrow in your notebook. Use these verbs.

Yesterday	Today	Tomorrow
finish	want	consider
decide	look forward to	plan

Yesterday we finished studying Unit 9.



Are the sentences about the e-mail true (T) or false (F)?

From: Rob

To: Sami

Subject: Hello and thank you

Hello Sami

Thank you for your e-mail. I have just completed a school project about food in different countries. The information you gave me was very useful. Our school term has finished and I have been on holiday for a few days. We have been very busy at school this year as we have important examinations next year. Most days I have had two or three hours of homework. I have not had much time to relax, but I have managed to play football for my school team once a week. My parents have promised to take me and my brother on holiday, but they have not decided where to go yet. I hope that you have had a good year at school too. Please write to me and tell me what you have done.

Your English friend,

Rob

1 Rob has written to Sami to ask him about school in Saudi Arabia. T ☐ F ☐

2 Rob's school has closed for the holidays. T ☐ F ☐

3 He has not had much free time this year. T ☐ F ☐

4 He has not been able to play sports regularly. T ☐ F ☐

5 Rob has travelled to another part of England with his parents. T ☐ F ☐

F GRAMMAR **Read the e-mail. Find six verbs in the present perfect tense and six verbs in the past tense. Write the verbs in your notebook.**

Present perfect

I have completed



Speak about Adel and Sami. Work in pairs. Say sentences with *so* or *neither*.

1 Adel has not had much free time this year.
2 Adel's school has closed for the holidays.
3 Adel does not know where he will go on holiday.
4 He hopes to relax during his holidays.
5 He worked very hard at school this year.
6 He wasn't ill at all during the year.

Adel has had a lot of work this year.

So has Sami.